**Strategy Lesson Plan**

**Time: 30 min.**

**Co-Teachers: Glenn Oslin and Scott Higgins**

**Instructional Strategy: Mastery Strategies**

**TPA Approved Lesson Plan Template**

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| **Desired Results** | | |
| **Co-Teaching: List the co-teaching style you’ll be using and why you have chosen this co-teaching method.**  **New American Lecture**   * Bigger, Faster, Stronger - We are going to learn how to get physically fit! (Hook) * Frequent stop for questions and assessments. * Graphic organizing (Video)   **Direct Instruction**   * Direct instruction on how to correctly find pulse and figure out correct target heart rates**.** | **Learning Objective: Key Understanding(s) you intend students to obtain:**   * Student will understand the basic fundamental knowledge of the five components of fitness. * Students will be able to list physical activities and determine what aspect of fitness they would fall under. | |
| **Assessment Evidence** | | |
| **What do you want your students to know?**   * The definition of each component of physical fitness. * How to calculate a target heart rate. * Student will know how to incorporate each component of fitness into a well-rounded fitness program. * How many times a week a person should do some sort of physical activity. | **Learning Objective: Key Understanding(s) you intend students to obtain:** | |
| **Group Accountability (Formative Evaluation)**  **How will you check to see whether your class has met your learning objectives?**   * Getting Fit and Healthy worksheet on Smart Board. * Asking questions to make sure students understand concepts throughout lesson (New American Lecture). | **What do you want students to be able to do?**     * Figure out resting heart rate. * Determine target heart rate. | |
| **Learning Plan** | | |
| **What key vocabulary/language will students need to know to meet the learning objective?**   * Physical Fitness * Cardiovascular * Muscular * Flexibility * Endurance * Body Composition * Duration, Intensity, Frequency | **How will you teach this key vocabulary to enable students to meet the learning objective?**   * Power Point * Video * Discussion | |
| **What is/are the Essential/Guiding Question(s) for this Lesson?**   * Why is understanding the components of fitness important to have a well-rounded fitness program? |  | |
| **Materials/Resources Required:**   * Power Point * Video * Smart Board * Assessment * Getting Fit and Healthy Worksheet | | |
| **SCHEDULE OF ACTIVITIES** | | |
| **Method/Strategy**  (What will you do? What do you expect students to do? Include set induction and closing.) | | **Time Allotment** |
| Hook, Introduction – Overview of what we are going to talk about in the class period. (Glenn) | | 2 Minutes |
| Video | | 2 Minutes |
| Introduction to Components of 5 Fitness (Scott) | | 5 Minutes |
| Key Vocabulary (Glenn) | | 2 Minutes |
| Cardiovascular Fitness (Scott)   * Identify Resting Heart * Identify Target Heart Rate | | 5 Minutes |
| Muscular Strength and Muscular Endurance (Glenn)   * Red/Slow Twitch Muscles * White/Fast Twitch Muscles | | 5 Minutes |
| Body Composition / Flexibility   * Body Weight vs. Body Composition * Benefits of Stretching | | 5Minutes |
| Getting Fit and Healthy Worksheet Assessment | | 4 Minutes |